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ABSTRACT

The Implementation of Job Placement Services Guidelines Project was designed to strengthen placement programs and services for California community college vocational students, and for all students needing part-time employment to realize their educational goals. The project was designed to test the validity and relevance of quality indicators developed in 1990-91. Site visits with five volunteer colleges and a statewide survey of 107 colleges were used to evaluate the implementation of quality indicators and to identify needed revisions. Survey findings, based on a 61.7% response rate (responses from 71 individuals representing 66 colleges) included the following: (1) while 75% of respondents had reviewed the quality indicators, only 6.7% had utilized them to review their job placement program; (2) the quality indicators considered most relevant for program review by 18 respondents were Commitment/Resources (83%), Activities/Services (61%), and Marketing (50%); (3) 36.7% had a written job placement program plan, and only 15% of those were based on a needs assessment survey; (4) in the area of Commitment/Resources, 78.3% rated their placement center as visible and accessible, and 70% indicated that they had an insufficient budget and lacked qualified staff; (5) in Activities/Services, part-time job listings (100%), full-time job listings (93.3%), and temporary/seasonal job listings (91.7%) were the most frequently cited services; and (6) 85% indicated that their program did not have a marketing plan. Appendixes include lists of advisory committee members, volunteer colleges, and college coordinators; the survey questionnaire and response summary; site visit procedures; and recommended quality indicator revisions. (JSP)

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IMPLEMENTATION OF JOB PLACEMENT SERVICES GUIDELINES

Project Number: 90-0433
January 23 - May 30, 1992

Sponsored by:
MT. SAN ANTONIO COLLEGE
in cooperation with the
CHANCELLOR'S OFFICE
CALIFORNIA COMMUNITY COLLEGES
and the
CALIFORNIA PLACEMENT ASSOCIATION



MT. SAN ANTONIO
COMMUNITY COLLEGE DISTRICT



JC920349

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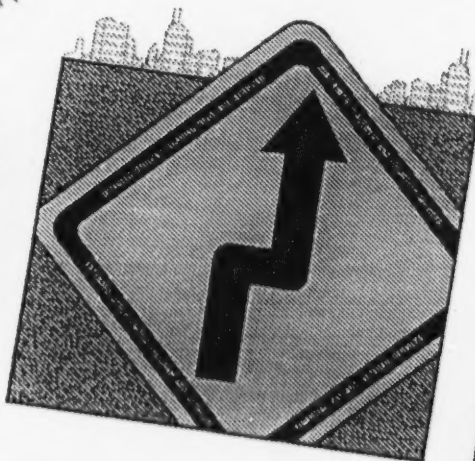
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EXECUTIVE SUMMARY

The Implementation of Job Placement Services Guidelines Project was designed to strengthen placement programs and services for California community college vocational students trained with marketable skills and for all students needing part-time employment to realize their educational goals. The project was the next step beyond the Improvement of Job Placement Services 1990-91 project which resulted in the development of Quality Indicators for California Community College Job Placement Programs.

This project was designed to test the validity and relevance of the Quality Indicators at a representative sample of five community colleges. The test was to be validated and enriched through a site visit by a team of two Technical Consultants. Particular focus of the visit was the identification of implementation strategies which would benefit all community college Job Placement Programs. This objective was modified due to late funding which drastically reduced the operational period to just four months.

The revised strategy substituted a statewide survey for the implementation test. The survey assessed implementation experiences with the Quality Indicators and profiled the college's Job Placement Program. Visits to five colleges validated the survey and conducted an indepth review of the Quality Indicators to identify warranted revisions. In addition, specialized technical assistance requested by the volunteer college was provided.

In the judgement of the five site visit teams, the Quality Indicators were found to be current, relevant and valid. Minor recommended revisions will be distributed statewide.

Site visit experiences and survey responses became the basis for Quality Indicators Implementation Guidelines and the Statewide Status Report of Community College Job Placement Programs. Both of these products will be distributed by September 15, 1992, to 107 colleges/71 districts and key placement individuals and organizations.

All activities were guided and evaluated by a Project Advisory Committee in cooperation with 10 Technical Consultants and five Volunteer College Coordinators.

OBJECTIVES

- Objective 1.** Establish and convene a twelve member representative advisory committee to oversee project operation, evaluate results and recommend future action.
- Objective 2.** Identify and select a representative sample of five volunteer colleges to test the implementation and validity of Job Placement Quality Indicators and their equitable treatment of all students including those with special needs and those pursuing nontraditional careers.
- Objective 3.** Recruit and train ten consultants to provide on-site technical assistance to five representative volunteer colleges in implementing Quality Indicators and develop guidelines to insure job development, job seeking and job placement services meet the needs of vocational education program completers.
- Objective 4.** Produce and distribute 700 copies of final products statewide including:
- Quality Indicators revision
 - Implementation Guidelines Handbook
 - Summary Report of volunteer college/ technical consultant site visit results and recommendations.

OBJECTIVES OUTCOMES MEASUREMENT

- Objective 1. Establish and convene a twelve member representative advisory committee to oversee project operation, evaluate results and recommend future action.**

ANTICIPATED OUTCOMES

A 12 member Advisory Committee consisting of at least 75 % who were involved with the development of the Quality Indicators in the 1990-91 project, balanced with new members to give a fresh approach, representative of community college, public and private sector professionals and the California Placement Association Board.

Two meetings of the Committee to:

- Advise on project strategies and schedule of activities and recommend the selection of five volunteer test colleges and ten Technical Consultants.

ACTUAL OUTCOMES

A twelve-member representative Advisory Committee was selected. Committee members are shown as Appendix A. A small nucleus of committee members were active participants. All members were kept informed of project activities and progress. Dr. Betty Kisbey, Dean, Vocational Education and Economic Development, Pasadena City College served as committee chairperson. Her leadership was an asset to rapid progress since she was the project monitor and liaison with Job Placement prior to leaving the COCCC.

Two meetings of the committee to advise and recommend:

February: Revised strategies and activities which could be achieved in the critically reduced operational period (from nine to four months) and would result in valid, meaning-ful outcomes. One option the Committee examined was to abort the project. Their recommendation was to proceed with the modified project as recommended by project staff.

Recommendations included: Design of a survey to distribute to 107 California community colleges to assess

ANTICIPATED OUTCOMES

- Review the Job Placement Statewide Status Report, the Quality Indicators Implementation Guidelines and, if warranted, revisions to the Quality Indicators;
- Evaluate project effectiveness and recommend future projects/activities which would benefit community college Job Placement Programs.

ACTUAL OUTCOMES

1. Implementation and validity of the Quality Indicators and
2. Status of the college's Job Placement Program.

Characteristics to ensure representativeness of five volunteer colleges, the matrix of volunteer colleges is shown as Appendix B. Selection/ recommendation of ten Technical Consultants to visit five volunteer colleges, Technical Consultants are shown as Appendix C.

May: Content and format for project products, based on results of the field survey and experiences from visits to five volunteer colleges, including:

- Revisions to the Quality Indicators for California Community College Job Placement Programs.
- Job Placement Statewide Status Report.
- Implementation Guidelines for Quality Indicators.

Evaluate project results and recommend future priorities and directions for Job Placement projects and activities.

MEASUREMENT: Project strategies and activities were evaluated by the Advisory Committee, the project director and monitor and project staff on a continuous basis to assess the necessary revised strategies required by the seriously shortened operational period, recommend modifications and evaluate the effectiveness. The performance of the active members of the Advisory Committee was exemplary in view of the accelerated time-line. Members demonstrated ownership for and commitment to the project and functioned as full partners in project implementation.

COMPARISON: Results compare favorably in view of the time-crunch. It was disappointing that there were not 12 active committee members. There was not sufficient time to select replacement members for non-participants. The essential early May schedule for the second meeting did not allow adequate time for the development of draft products for review. Input is discussed in greater detail under Objective 4 and in the section describing Major Activities.

✓ **Objective 2. Identify and select a representative sample of five volunteer colleges to test the implementation and validity of Job Placement Quality Indicators and their equitable treatment of all students including those with special needs and those pursuing nontraditional careers.**

ANTICIPATED OUTCOMES

An application for consideration as a volunteer college to test implementation of the Quality Indicators distributed to 107 California community colleges/71 districts.

ACTUAL OUTCOMES

A survey form (shown in Appendix D) was designed and mailed to 107 colleges/71 districts to those professionals who received the Quality Indicators in July 1991 including: District presidents/superintendents and president, Board of Trustees; college presidents, chief vocational education administrator, student services dean and Job Placement coordinator/director. The survey form assessed: Part I: Implementation of the Quality Indicators including innovative strategies and recommended changes and Part II: Profile of the College's Job Placement Program and an application to be a volunteer college.

71 responses representing 66 colleges (61.7% of 107) were received. 16 colleges volunteered (Listed in Appendix B) for a site visit for indepth review of the Quality Indicators, validation of their completed survey and had the additional option of requesting specific technical assistance. Survey results are covered in a separate section of this report and a

ANTICIPATED OUTCOMES

A sample of five volunteer colleges representative of the current state of the art in California community college Job Placement Programs, geographical location, college setting, labor market conditions and contrasting placement operations and services.

Volunteer college test procedures and guidelines to achieve consistent records/data collection from all five sites.

Advance planning/orientation meetings for the designated Volunteer College Coordinator from each of the five sites. Design of the conduct for the validation/technical consultant visits and materials to be assembled prior to the visit by the Volunteer College Coordinator.

ACTUAL OUTCOMES

summary of response is included in Appendix D-2.

Five volunteer colleges were selected. Particular attention was directed toward geographical location, two north, two south and one central; college size; college setting, rural, suburban and urban; comprehensiveness of job placement services; inclusion of such features as computerization, EDD cooperation, contract services, e.g. JOBTRAK. As can be seen from the Matrix shown as Appendix B, the five colleges were diverse and representative of California community colleges overall. Attention was also directed toward the implementation experience with the Quality Indicators to gain first-hand knowledge which would be of benefit to other community colleges.

Procedures for advance planning and orientation, the college visit and report were developed.

Volunteer College Coordinators were convened April 7, for advance planning/orientation for the college visits. Training/planning materials are shown in Appendix F.

ANTICIPATED OUTCOMES

Volunteer college in-depth testing of the Quality Indicators to determine the validity and identify implementation innovative practices to serve as an information base for developing the Implementation Guidelines publication. Special emphasis would be directed toward assessment of practices to ensure fair and equitable access to services by all students and especially those with special needs and pursuing careers nontraditional for their gender.

A \$1,200 stipend for each volunteer college to offset costs for Quality Indicators testing.

Visits to five volunteer colleges and a written report of findings for each site.

ACTUAL OUTCOMES

The purpose of the visit was to

1. Validate the college survey and
2. Conduct an intensive review of the Quality Indicators to determine their relevance.
3. Identify implementation strategies.
4. Assess accessibility and fairness of Job Placement services for all students.

Volunteer colleges were provided a \$500 stipend to offset costs for planning and preparing for the site visit.

Written reports, confirming the oral discussion between the College Coordinator and the Technical Consultants at the close of the visit, were completed and forwarded to the college following the visit. A report outline is shown as Appendix F-6.

MEASUREMENT: Individual visits were evaluated by college staff and the Technical Consultants. The composite results from all visits were evaluated by the College Coordinators, Technical Consultants and Advisory Committee members at the May meeting. All five college surveys were judged to be accurate. Recommendations for Quality Indicator revisions were given careful consideration and where consensus was achieved, have been incorporated into the publication.

COMPARISON: Although planned activities were drastically changed from the proposed test, the results achieved the intended validation of the Quality Indicators. Implementation guidelines and innovative strategies were not as extensive as had been hoped due to the short time span. However, innovations identified will be incorporated into the final products.

Objective 3. Recruit and train ten consultants to provide on-site technical assistance to five representative volunteer colleges in implementing Quality Indicators and develop guidelines to insure job development, job seeking and job placement services meet the needs of vocational education program completers.

ANTICIPATED OUTCOMES

Identify qualified candidates to serve as Technical Consultants through distribution of an application to Advisory Committee and Task Force members from the 1990-91 project.

10 Technical Consultants experienced with various aspects of community college job placement and the intent and philosophy of the Quality Indicators, recruited, trained and matched to specific college needs/requirements.

Pair an experienced Job Placement Coordinator/Director to serve as Lead Technical Consultant with a Technical Consultant offering expertise in specific components of college placement programs.

An advance planning/orientation meeting for 10 Technical Consultants and five Volunteer College Coordinators to prepare for the validation visits to the colleges.

ACTUAL OUTCOMES

An application, shown as Appendix E, was designed to recruit Technical Consultants and mailed to Task Force and Advisory Committee members from the 1990-91 project. It was critical, within the short operational time, to utilize professionals experienced with the philosophy, intent and careful development of the Quality Indicators.

10 Technical Consultants matched to fit the needs and characteristics of the five volunteer colleges. Selections were based on the college characteristics, job placement profile and requests for specialized technical assistance.

Each pair included a Lead Technical Consultant who was a full-time community college Job Placement Coordinator/ Director. The other Technical Consultant offered expertise in a priority area for the college and included specialists in student services administration, vocational instruction/ industry employment, placement computerization, special student populations and Employment Development Department linkages.

Technical Consultants and Volunteer College Coordinators were convened for site visit advance planning/orientation to insure consistency in site visit procedures, Quality Indicator indepth review and

ANTICIPATED OUTCOMES

Complete visits to five volunteer colleges utilizing procedures developed and agreed to.

Prepare a summarizing written report of the visit to be mailed to the college.

A data interpretation and synthesis meeting to refine findings from all project activities and to serve as the basis for the final products: Revision of the Quality Indicators, Implementation Guidelines for Quality Indicators for California Community College Job Placement Programs and Statewide Status Report of Community College Job Placement.

ACTUAL OUTCOMES

reporting. Procedures and forms developed are shown as Appendix F. Site visits were scheduled and confirming letters were sent to the volunteer colleges. A sample letter is included in Appendix F.

Five site visits were completed and ranged from one to two-days in length depending on the size and comprehensiveness of the Job Placement Program and requests for specialized Technical Assistance.

Draft written reports prepared by the Lead Technical Consultant were edited and sent to the college president and the Volunteer College Coordinator. All surveys were judged to be accurate. Exceptions noted in all cases pertained to strengths of the Job Placement Program.

The college tended to view its program less favorably than did the Technical Consultants. Some requested technical assistance required follow-up action or a work session.

10 Technical Consultants were convened with the five Volunteer College Coordinators and the Advisory Committee to synthesize and interpret the data and recommend content for the final products. The Quality Indicators were judged to be valid and relevant with only a few minor exceptions which are noted in Appendix G.

Lead Technical Consultants were provided a \$500 stipend; associate Technical Consultants were paid \$300.

MEASUREMENT: Site visit procedures, effectiveness and outcomes were evaluated by the 10 Technical Consultants and the five Volunteer College Coordinators. Consistency among the five visits was an indication of the standards attained through the advance planning/orientation workshop, the procedures and the quality and objectivity of the professionals involved in the process. Overall evaluation was additionally provided by the Advisory Committee working with the site visit professionals.

COMPARISON: Anticipated and Actual Outcomes compare favorably in view of the short time period for implementation and the modifications which had to be made. The lack of sufficient time to conduct an implementation test of the Quality Indicators substituted by an indepth review by each team did not generate the detail hoped for to serve as a base for the Implementation of Quality Indicators Guidelines publication. However, the five volunteer colleges had made some utilization of the Quality Indicators to assess their Job Placement Program and plan for the future. Innovations identified will be incorporated into the final product. Results compare favorably in view of the time-crunch.

- Objective 4. Produce and distribute 700 copies of final products statewide including:**
- **Quality Indicators revision**
 - **Implementation Guidelines Handbook**
 - **Summary Report of volunteer college/technical consultant site visit results and recommendations.**

ANTICIPATED OUTCOMES

Develop and prepare for review by Advisory Committee, Technical Consultants, Volunteer College Coordinators and COCCC review the following draft publications based on the results of the five Quality Indicator tests and the validation site visit:

- A Summary Report of the current status of California community college Job Placement Programs.
- Implementation Guidelines for Quality Indicators.
- Quality Indicator revisions if warranted.

ACTUAL OUTCOMES

Prepare for Advisory Committee, Technical Consultant and Volunteer College Coordinator review, synthesis and interpretation the following:

- A summary of the field survey responses.
- Results from the five site visits including: recommended Quality Indicator revisions, written reports from five site visits and an outline for the Statewide Status Report.

ANTICIPATED OUTCOMES

Incorporate recommended revisions into the draft publications and prepare for final publication.

Produce and distribute 700 copies of each publication to individuals targeted to receive the Quality Indicators distributed in July 1991: 107 college/71 district Board of Trustee Presidents, college/district Superintendents/Presidents, Deans of Occupational Education and Student Services, Job Placement Directors/Coordinators; Advisory Committee, Task Force (from 1990-91 project), Technical Consultants, Volunteer College Coordinators; at project workshops, to ERIC and the COCCC.

ACTUAL OUTCOMES

Incorporate recommendations into the products. Distribute to an edit subcommittee for review.

Produce final products for statewide distribution: 700 each of the Quality Indicator revisions and Implementation Guidelines and 3,000 of the Statewide Status Report.

Distribute by September 15, final publications to the following: 700 copies of Quality Indicator revisions and Implementation Guidelines to 107 colleges/71 districts to: college/district Board of Trustees Presidents, Superintendents/Presidents, Deans of Vocational Education and Student Services, Job Placement Coordinators/Directors, ERIC and the COCCC and to project Advisory Committee and Task Force members and the Technical Consultants and Volunteer College Coordinators. 3,000 copies of the Statewide Status Report of California Community College Job Placement Programs to the audience listed above, a small quantity to the Job Placement Coordinator at each college, 200 to the California Placement Association, copies to all interviewees at the Volunteer Colleges and copies to key placement organizations/individuals.

MEASUREMENT: Content focus, format and distribution plans were reviewed and recommended by the Advisory Committee, Technical Consultants and the Volunteer College Coordinators. The edit review subcommittee will approve final copy prior to publishing. Assessment of long-term value to local colleges can not be achieved within the current project.

COMPARISON: Anticipated and Actual Outcomes compare favorably in view of the drastically curtailed operational period. Draft publications for review were not attainable since all information and data were not available prior to the May meeting of the Advisory Committee, Technical Consultants and Volunteer College Coordinators. Data interpretation and content priorities were set by these advisors. The Implementation Guidelines did not achieve the progress level anticipated because of the lack of the intensive implementation test of the Quality Indicators.

PROCESS

At the time funding was approved, January 23, 1992, the project director, monitor and subcontractor discussed the feasibility of implementing the project within the seriously reduced operational period of four months instead of the proposed nine. The project proposal defined a very tight time-line since ideally the project should have been operational for 12 months. However, the sole sourced project could only accommodate a nine month period.

The decision was made to proceed with an amended series of activities which would be attainable within the four months and which would, in the judgment of all project principals, make a significant contribution to community college Job Placement Programs.

Changes included the following: a survey of 107 colleges/71 districts to assess the implementation experience with the Quality Indicators which had been distributed statewide in July 1991 and a profile of the college Job Placement Program and a visit to five volunteer colleges by two Technical Consultants to validate the college survey and perform an indepth review of the Quality Indicators to determine warranted modifications and identify innovative implementation strategies. Outcomes of these strategies were three final products designed for widespread distribution: Quality Indicator revisions, Quality Indicator Implementation Guidelines and a Status Report of California Community College Job Placement Programs.

The revised strategies were presented to the Advisory Committee at the February 24, 1992 meeting. The Committee was presented with the option to abort the project. Their recommendation was to continue with the project as revised. In their judgement, the results attained would benefit community college placement programs statewide.

The project relied heavily on the dedication and commitment of community college and public/private sector professionals and their willingness to meet unrealistic deadlines and provide quality and objective input. The results are impressive.

MAJOR ACTIVITIES

- Confer with the project director and monitor to determine the advisability of implementing the project.
- Develop alternate strategies and approaches and working procedures for project implementation.
- Identify and request service from 12 individuals to serve on the Advisory Committee. Select a blend of persons who had worked on the previous project infused with some individuals new to the process. Gain agreement from Dr. Betty Kisbey to chair the committee and from members to serve.
- Schedule Advisory Committee meeting for February 24, 1992. Prepare packets for information and action. Incorporate Committee recommendations into project strategies. Set date for May meeting.
- Mail survey and cover letter to 107 colleges/71 districts targeted to those who received the Quality Indicators in July 1991.
- Design and mail an application for service as a Technical Consultant.
- Tabulate survey results, identify the colleges volunteering for a Validation Site Visit. Select five volunteer colleges in accord with the Matrix approved by the Advisory Committee.
- Review Technical Consultant applications and select a final group of 10 and alternates based on the profile and special requests of the volunteer colleges.
- Develop procedures and forms for Volunteer College Coordinator and Technical Consultant Advance Planning/Orientation meeting.
- Plan, schedule and conduct orientation/training meeting April 7, 1992 after assessing the availability of all 15 participants. All but one site coordinator were able to attend the meeting. Schedule a conference call for the site coordinator and two Technical Consultants to complete advance planning and orientation.
- Confirm the dates of the site visits with the five colleges detailing the purpose of the visit and the anticipated outcomes.
- Process written reports, edit and mail with cover letters to the president and Volunteer College Coordinator, the appropriate Technical Consultants and the project monitor and director.
- Prepare information and data for Advisory Committee, Technical Consultant and Volunteer College Coordinator May 11 meeting.
- Incorporate recommendations into the three final products. Appoint an edit subcommittee to review final products prior to placement with a printer.
- Maintain close and continuous contact with key project staff and volunteers.
- Plan presentations on the Quality Indicators and current project as requested: Chancellor's Office Conference, San Francisco, April 1; California Placement Association, Southern Section, Santa Monica, May 21; College Placement Council, May 28, San Francisco.
- Process requests for follow-up assistance and information as necessary.
- By September 15, 1992, mail final products to 107 colleges/71 districts and other key individuals/organizations as specified.

SCHEDULE OF MAJOR ACTIVITIES

	Jan.	Feb.	Mar.	April	May	June
Plan project strategy & schedule, funding notification 1/23/92	X	X				
Select & convene Advisory Committee, develop & review site questionnaire, design criteria for 5 volunteer colleges and 10 Technical Consultants.		X			X	
Survey 107 colleges/71 districts Quality Indicators implementation & Job Placement status			X			
Train 10 consultants & 5 volunteer college coordinators to plan and conduct the validation site visit				X		
Conduct site visits and provide on-site technical assistance				X		
Design publications					X	*
Produce & disseminate publications						*
Evaluate activities and project	X -	- - -	- - -	- - -	- X	
Funding ends					X	
Final Claim & Report filed						X

*** FOLLOW-UP ACTIVITY & COMPLETION DATES**

Final review, production and distribution of the three project products will be completed by September 15, 1992. The COCCC will be provided with a minimum of four sets as specified.

SUMMARY OF SURVEY RESPONSES

This section highlights some of the significant responses to the statewide survey of College Implementation of Quality Indicators for California Community College Job Placement Programs. All responses are tabulated and included in Appendix D, followed by verbatim listings of the strengths and needs for improvement of the college Job Placement Program and additional written comments including innovations.

Seventy-one individual forms were received, representing 66 colleges or 61.7% of 107. The response rate was considered to be excellent in view of the fast turn-around time. Most forms were completed individually and did not reflect a consensus perception from the college. Most forms were also completed by someone in Job Placement or a related operation.

Page one of the form asked two questions. If both responses were NO, the instruction was to return the first page and not complete the rest of the survey. In response to, "Does your college have a Job Placement Program?", 15 responded NO. 11 said NO they did not receive the Quality Indicators. Eleven cover sheets were returned.

Part I: Implementation of Quality Indicators, and
Part II: Profile of College Job Placement Program were completed by 60 respondents.

Part I: Implementation of Quality Indicators

75% had reviewed the Q.Is., 26.7% said the review was EXTENSIVE, 48.3% LIMITED. However, only 6.7% had utilized the Q.Is. to review their Job Placement Program, which seems inconsistent with the number indicating the utilization was EXTENSIVE (21.7%).

Teams were formed to review programs by three or 5% of respondents.

However, 10 respondents listed team composition, six of which included representatives outside of the placement staff, including such categories as college administrators and instructors, students and employers.

Relevance of Q.Is. for program review by 18 respondents, listed from most to least relevant, were:

Commitment/Resources	83%
Activities/Services	61%
Marketing	50%
Planning	30%
Appendixes	11%

Tabulations reflect dual responses.

The review resulted in the development of a program plan by 12 of the 18 respondents.

The Q.Is. listed as most helpful in developing the program plan by 11 responding, listed from most to least helpful were:

Activities/Services	55%
Commitment/Resources	45%
ranked equally with	
Marketing	
Planning	36%
Appendixes	18%

Part II: Profile of College Job Placement Program

Of the 60 respondents, 30 described their setting as suburban, 18 urban and 12 rural.

Planning:

Less than one-half, 36.7%, had a written plan for their Job Placement Program and only 15% of those based the plan on a needs assessment survey. 30% used the plan to review placement program effectiveness. Review of the plan by the president and distribution to vocational instructors and student services staff was limited: president review 15%, distribution to instructors/student services 10%.

Commitment/Resources:

The most favorably rated item in this section was placement center visibility and accessibility: YES 78.3%, followed by availability of state of the art equipment: YES 46.7%, almost an equal number, 45% responded NO to this question. Negative responses were at 70% to sufficient support from the operating budget and availability of sufficient, qualified staff, and 85% NO the placement staff did not include a full-time Job Developer.

Activities/Services:

Services checked as being available, listed from most to least frequent were:

Part-time job listings	100%
Full-time job listings	93.3%
Temporary/seasonal listings	91.7%
Specialized services for employers	78.3%
Centralized Center	71.6%
Career planning counseling/ skills assessment for students	65%
Job seeking training for students	65%
Computerized system	63.3%
Coordination with vocational programs/instructors	60%
Coordination with Cooperative Work Experience	46.7%
EDD linkage	26.7%

Student placements were documented by 65%. In reference to accountability and evaluation, 20% said YES they performed student evaluations; only 11.6% said YES to employer evaluations. None of these respondents disseminated placement evaluation data college-wide and only 16.7% used evaluations to guide planning.

Marketing:

Although a majority (68.3%) felt good about the active promotion/advertising of job placement services with target markets of students, instructors, employers and the community; 85% said NO their Job Placement Program did not have a Marketing Plan.

Respondents had opportunities to note open-ended comments throughout the survey and were specifically asked to list the major strengths and needs for improvement for their college Job Placement Program. Verbatim responses are included in Appendix D.

The most frequently listed strengths were:

- Services provided to students, e.g. job search, resume preparation, skills assessment.
- Integration/coordination with other divisions, departments, services.
- Staff: dedication, student/employer centered, service orientation, production level.
- Visibility and acceptance of Job Placement Program/Services with employers, the community, alumni, families.
- Full and part-time placements including match of employer needs with student /skills.

Needs for improvement most frequently listed were:

- Sufficient numbers of staff and delineation/prioritization of responsibilities.
- Facilities and equipment.
- Adequate operating budget.
- Space/location to give visibility and accessibility.
- Coordination/interaction/involvement with instructional staff. (The strength listed which is similar to this item is broader than instructional staff.)

The top listed needs for improvement support the responses to the Commitment & Resources section of the college job placement profile. As was the case with those responses, the frequency of resource oriented items listed as a need for improvement was overwhelmingly lopsided.

DISSEMINATION

The survey of Implementation of Quality Indicators and Profile of the College's Job Placement Program was distributed to 107 colleges/71 districts to the target audience who were mailed the Quality Indicators, July, 1991. Final products will be mailed to this same audience which includes: District Board of Trustees Presidents, College/District Superintendents/Presidents, Deans of Vocational Education and Student Services and the Job Placement Coordinator/Director, the COCCCC, key individuals in the CPA and related agencies/organizations. Extensive communication was maintained throughout the project with the Advisory Committee, Technical Consultants, the Volunteer Colleges and the COCCCC. Presentations about the Quality Indicators and the current project were made to three professional audiences, the COCCCC statewide conference, the CPA Southern Section and the CPC national conference. Requests for information, which were extensive, were processed and completed. The project monitor, Kim Perry listed the Quality Indicators as an available resource during the statewide Vocational Education Teleconference.

Since the project was only of four months duration, progress reports in accord with the COCCCC specifications were not filed. The final report will be distributed to the COCCCC, the Advisory Committee, Technical Consultants and Volunteer College Coordinators and placed with ERIC.

EVALUATION

Evaluation was continuous and ongoing and involved the many individuals who were key to project implementation and success. Initially, evaluation techniques were applied in determining if it was practical and of local college and statewide value to implement the project. The project monitor and director were active participants in formative and summative evaluation.

The Advisory Committee, Technical Consultants and Volunteer College Coordinators were directly involved in formative evaluation as it pertained to their areas of concentration. All were involved in summative evaluation.

All evaluation data was given careful consideration and project activities and procedures were modified in accord with recommendations.

Quality Indicators for Community College Job Placement Programs were evaluated through the field survey and the visits to the five volunteer colleges. Evidence of their effectiveness is demonstrated through the very small number of recommended changes.

OBSERVATIONS & RECOMMENDATIONS

The success of the Implementation of Job Placement Services Guidelines Project is attributable to the active and dedicated participation of many individuals statewide. Through their efforts, the "impossible" was accomplished. Special recognition must be given the Advisory Committee; the Volunteer College presidents, site visit coordinators and other staff who participated in visit activities and to the Technical Consultants. Their efforts were herculean.

Appreciation is also expressed to the 71 respondents to the field survey. Their input made a valuable contribution to project findings and results.

The following observations and recommendations are offered for consideration in planning similar projects and particularly those related to California community college Job Placement Programs.

- The processes utilized to implement the project provided a framework for consistency in results, addressed the unique individuality of college placement programs and local labor market conditions and capitalized on the expertise and talents of key volunteers.
- The Advance Planning/Orientation workshop approach which involved all five site visit teams in simultaneous training and yet allowed for individual planning/scheduling limited the subjective view and promoted an objective, non-prescriptive approach.
- The Quality Indicators and products produced through this project are designed to be fluid guidelines. To realize the ultimate goal of Job Placement Program improvement and especially essential placement services for all students, continual review and refinement should be a priority. Through the COCCC and the CPA, there should be ongoing emphasis on their effectiveness as a tool for local colleges.
- The CPA Board and the placement representative(s) on the Statewide Cooperative Work Experience Education Committee need to express priorities for special projects/activities which will continue to develop job placement for California community college students trained with marketable skills through vocational programs or needing part-time employment to realize their educational goals.
- Continued emphasis and development of job placement staff to expand skills and capabilities in developing jobs and placing special student populations should be a priority focus as the California community college student population shifts more and more in this direction.
- The wide discrepancy of understanding and, in many cases, devaluation of Job Placement Programs at the local and statewide level warrants continuous attention and assertive marketing.

Observations/Recommendations from Validation Visits

- The role of Job Placement Programs as a full partner in the VATEA Measures: Placement, needs clarification and consistency. Job Placement Programs as a center for placement data on college campuses, stated as an "ideal" in the Quality Indicators suggests a stronger position for placement in data collection and reporting.
- It was recommended that Placement be included as a component in the District's self study for the Accrediting purpose. This request was handled by letter by project staff. However, it is recommended that CPA follow-up on the request.



“Program effectiveness will be measured in a systematic manner, using quality standards and indicators appropriate to the various levels and types of career-vocational programs and services.”

*California Plan for Career Vocational Education, Part Two:
Implementation Strategies*

APPENDIXES

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Appendix A

Job Placement Project Advisory Committee 1992

***Carla Barnes**

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Fresno, CA 93721

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Prudential Insurance
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Coordinator, Career Planning &
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Pasadena, CA 91106-2003

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Council of California
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Thousand Oaks, CA 91360

Connie Ramberg

President
*Alternate: **Ken Ramberg**
JOBTRAK Corporation
1990 Westwood Blvd. #260
Los Angeles, CA 90025

***Ken Speed**

Coordinator, Placement/Work
Experience
Butte College
3536 Butte Campus Drive
Oroville, CA 95965

Roberto Uranga

Recruitment Officer
City of Long Beach
333 W. Ocean Blvd., 7th Flr.
Long Beach, CA 90802

***Jan Ward**

Career Placement Officer
Saddleback College
28000 Marguerite Parkway
Mission Viejo, CA 92692

***Charles West**

Director, Co-op-Ed/Placement
Center
Bakersfield College
1801 Panorama Drive
Bakersfield, CA 93305

Ex-Officio:

Project Director

***Yolanda Villegas**

Director, Job Placement
Mt. San Antonio College
1100 North Grand Ave.
Walnut, CA 91789

Project Monitor

***Kimberly Perry**

Specialist
Chancellor's Office, CCC
1107 Ninth Street, Suite 900
Sacramento, CA 95814

John Johnson

Shirley McGillicuddy
Shirley McGillicuddy &
Associates
671 Chaparral Road
Sierra Madre, CA 91024

*** Active members**

Appendix B

Representative Sample of Five Colleges (5% of 107)

Considerations:

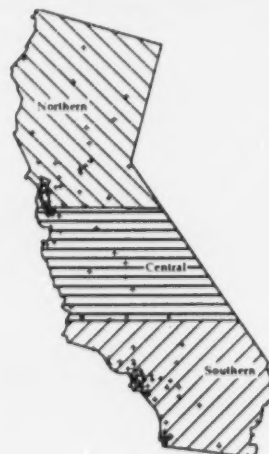
Geographical:
North/Central/South
Setting:
Rural/Suburban/Urban
Student Enrollments
Large/Small
Job Placement Program:
Comprehensive/Moderate/Limited
Computerized
Contract Services
EDD on site
Involved in 90-91 Project

School	Geographical			Setting			Student Enrollments		Job Placement Program			Computerized	Contract Services	EDD	90-91 Project
	North	South	Central	Rural	Suburban	Urban	Large	Small	Comprehensive	Moderate	Limited	Computerized	Contract Services	EDD	90-91 Project
Modesto Junior College			✖		✖			✖	✖			✖	✖		✖
Rancho Santiago College		✖				✖	✖		✖			✖	✖		
Shasta College	✖			✖				✖		✖				✖	✖
Victor Valley College		✖		✖				✖			✖	✖	✖		
West Valley College	✖				✖		✖		✖		✖	✖	✖		

Northern from Modesto College north.

Central from Allan Hancock & Bakersfield Colleges north below Modesto College

South includes all colleges south of Allan Hancock & Bakersfield Colleges.



B-2

Colleges interested in being one of 5 volunteer representative sample colleges to conduct an intensive review of the Quality Indicators:

Ken Speed, Coordinator, Job
Placement & Co-op Ed.
Butte College
3536 Butte Campus Drive
Oroville, CA 95965

Marge Dieguez, Career Center/Job
Placement Spec.
Canyons, College of the
26455 N. Rockwell Canyon Rd.
Valencia, CA 91355

Stephanie Rodriguez, Student
Placement
Cerritos College
11110 Alondra Blvd.
Norwalk, CA 90650

Sid Bennett, Director, Transfer/Career
Center & Job Placement Services
Cuesta College
San Luis Obispo, CA 93403

Laura U'Ren
Irvine Valley College
5500 Irvine Center Drive
Irvine, CA 92720

H. Beaird, Student Employment Rep.
Los Angeles Trade Tech
400 W. Washington Blvd.
Los Angeles, CA 90015

Juan Alvarez, Asst. Dean/Student
Services
Modesto Junior College
435 College Ave.
Modesto, CA 95350

Joe Dias, Job Placement Officer
Rancho Santiago College
1530 W. 17th St.
Santa Ana, CA 92680

Robert Ehrmann, Director
Santa Barbara City College
721 Cliff Drive
Santa Barbara, CA 93109

Jeanette D'Anna
San Jose City College
2100 Moorpark Ave.
San Jose, CA 95128

Joe Hinds, Career Technician
San Joaquin Delta College
5151 Pacific Avenue
Stockton, CA 95207

Linda Cox, Job Center Director
Santa Monica College
1900 Pico Blvd.
Santa Monica, CA 90405

Chris DeHart
Shasta College
P. O. Box 496006
Redding, CA 96049

William F. Mayes, Student
Employment Administrator
Victor Valley Community College
18422 Bear Valley Rd.
Victorville, CA 92392

Sue Mannshardt, Job Placement
Officer
Yuba College
2088 N. Beale Rd.
Marysville, CA 95901

Jill Henderson, Coordinator/Career
Placement Services
West Valley College
14000 Fruitvale Ave.
Saratoga, CA 95070

Appendix C

College Site Coordinators and Technical Consultant Groupings

Site Coordinators	Technical Consultants	
Chris DeHart Employment Development Technician Shasta College P.O. Box 496006 Redding, CA 96049-6006	Ken Speed Coordinator, Placement/Work Experience Butte College 3536 Butte Campus Drive Oroville, CA 95965	Carla Barnes Administrative Assistant EDD 2550 Mariposa Room 1080 Fresno, CA 93721
Jill Henderson Coordinator, Career/Placement Services West Valley College 1400 Saratoga Ave. Saratoga, CA 95070	Lyn Hood Coordinator, Career Planning Cabrillo College 6500 Soquel Drive Aptos, CA 95003	Hugh Carter Department Chair Laney College 900 Fallon Street Oakland, CA 94607
Sally Shepherd Job Placement Coordinator Modesto Junior College 435 College Avenue Modesto, CA 95350	Charles West Director, Co-op Ed/Placement Center Bakersfield College 1801 Panorama Drive Bakersfield, CA 93305	Dan Matarangas Assistant Dean, Student Development Mission College 30000 Mission College Blvd. Santa Clara, CA 95054-1897
Joe Dias Job Placement Officer Rancho Santiago College 1530 W. 17th Street Santa Ana, CA 92680	Jan Ward Career Placement Officer Saddleback College 28000 Marguerite Parkway Mission Viejo, CA 92692	Eve Madigan Director, Career Center L.A. Trade Technical College 400 W. Washington Blvd. Los Angeles, CA 90015
William Mayes Student Employment Administrator Victor Valley College 18422 Bear Valley Road Victorville, CA 92392-9699	Yolanda Villegas Director, Job Placement Mt. San Antonio College 1100 N. Grand Ave. Walnut, CA 91789	Ken Ramberg JOBTRAK Corporation 1990 Westwood Blvd. # 260 Los Angeles, CA 90025

Appendix D

February 26, 1992

TO: District Superintendents
Presidents, Board of Trustees
College Presidents

Chief Vocational Education Administrators
Deans of Student Services
Job Placement Directors

In June of 1991 you were sent the Quality Indicators for California Community College Job Placement Programs. This document was the product of a year long project funded by the Chancellor's Office, California Community Colleges and awarded to Mt. San Antonio College. College administrators, instructors, Job Placement Specialists and industry representatives served as a task force to develop Quality Indicators for California Community College Job Placement Programs.

The Quality Indicators are examples of elements which can be used to validate, improve and/or initiate Job Placement programs/services and work toward long range goals. The intent of the Quality Indicators for California Community College Job Placement Programs is to serve as a model for job placement programs. They can serve as guidelines for job placement program review. It was suggested that a team composed of instructors, administrators, student services and **job placement** staff assess and develop a plan for improving the college's Job Placement Program.

The current project, Implementation of Job Placement Services Guidelines was designed to validate the Quality Indicators for California Community College Job Placement Programs through field testing by a representative sample of five volunteer colleges. The project was recently funded and has become operational. Since funding ends May 30 the limitations imposed by a four month operational period required major changes.

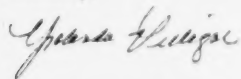
A survey of 107 colleges/71 districts to review local implementation of the Quality Indicators is replacing the field test. The survey form is enclosed. Please complete this individually or in concert with others at your college and **return by March 16.**

In depth validation of the field survey and review of the Quality Indicators will be completed by a representative sample of five volunteer colleges and a designated college coordinator working with Technical Consultants assigned to visit the college. College Coordinators and Technical Consultants will be oriented and trained to implement this process. Travel and operational costs will be covered by the project. In addition, colleges will be offered a stipend of \$500 to offset costs which might be incurred.

Colleges selected may also request review of specific elements of their Job Placement Program by the Technical Consultant(s) assigned for the site visit. If you wish consideration for selection as one of the five volunteer colleges, please call (818) 355-8715 or (818) 355-5310 **immediately** and confirm your request in writing on the survey form.

Thank you for your support for California Community College Job Placement Programs. The Chancellor's Office vocational education specialist who serves as a liaison to job placement is Kimberly Perry at (916) 324-2363. The project subcontractor is Shirley McGillicuddy.

Sincerely,



Yolanda Villegas
Project Director

cc: S. McGillicuddy
K. Perry
P. Stanley

SURVEY OF COLLEGE IMPLEMENTATION OF QUALITY INDICATORS FOR CALIFORNIA COMMUNITY COLLEGE JOB PLACEMENT PROGRAMS

In June of 1991, Quality Indicators for California Community College Job Placement Programs were sent to key professionals at your college/district. Distribution included: District Superintendent, President, Board of Trustees, College President, Vocational Education Administrator, Dean of Student Services and Job Placement Director. The Quality Indicators were designed to help local colleges review their Job Placement Programs and plan for future improvement.

Your help is needed to determine the effectiveness of this tool in developing the future direction for the Job Placement Program at your college. This survey includes **Part I: Implementation of Quality Indicators and Part II: Profile of College Job Placement Program**. Survey responses will be utilized to:

1. Refine/revise the Quality Indicators if warranted.
2. Develop an Implementation Handbook for statewide distribution.
3. Produce a "state of the art" report of community college Job Placement Programs.

These publications will be distributed to each college representative who received the Quality Indicators.

Please complete the survey form to the best of your ability. Respond to each item. A Don't Know response has been included if that response best reflects your knowledge of the current status at your college.

If your college has not implemented the Quality Indicators, it would still be beneficial if you would complete Part II of the survey.

Thanks for your assistance in improving the quality and availability of community college Job Placement Programs.

RESPONDENT(S) INFORMATION

Name and title of person(s) completing survey (if based on consensus discussion, please list all participants by name and title.)

Name of District

Name of College

Address

City

State

Zip

Name

Title

()

Phone #

Best day of week to call

Best time to call

Name

Title

Name

Title

Name

Title

Name

Title

Does your college have a Job Placement Program?

Yes ☐

No ☐

Did you receive the Quality Indicators for California Community College Job Placement Programs?

Yes ☐

No ☐

Don't Know ☐

If your response to both of these questions is NO, please return the cover page in the enclosed envelope. It is not necessary for you to complete Parts I and II of this survey.

Page 1 of 5

PART I: IMPLEMENTATION OF QUALITY INDICATORS

Was your review of the Quality Indicators Extensive ☐ Limited ☐ No Review ☐

Has your college utilized the Quality Indicators to review your Job Placement Program? Yes ☐ No ☐ Don't Know ☐

If yes, was the utilization Extensive ☐ Limited ☐

If yes, was a team formed to review the program? Yes ☐ No ☐ Don't Know ☐

If yes, please indicate the categories represented and the number in each:

Administrators _____

Employers _____

Instructors _____

Students _____

Job Placement Staff _____

Other (Please list) _____

Which Quality Indicators were most relevant in reviewing your college Job Placement Program? Please list by Section and Activity. e.g. I Planning, II Commitment & Resources.

1. _____

3. _____

2. _____

4. _____

Did the review result in the development of a plan for improvement?

Yes ☐ No ☐

If Yes, which Quality Indicators were most helpful in developing your College Plan for Job Placement Improvement? Please list by Section and Activity. e.g. I Planning, II Commitment & Resources.

1. _____

3. _____

2. _____

4. _____

Did your college develop implementation strategies and techniques which have been successful and innovative?

Yes ☐ No ☐

If Yes, please describe briefly. (These successes will be incorporated into the **Implementation Handbook** for distribution to 107 colleges, 71 districts. Your college will be recognized for its contribution.)

In your judgment, are there activities missing from the Quality Indicators?

Yes ☐ No ☐

If Yes, please describe briefly.

PART II: PROFILE OF COLLEGE JOB PLACEMENT PROGRAM

Please check the response which best describes your college setting.

Rural ☐

Suburban ☐

Urban ☐

What is the average age of the students attending your college? _____

By number, what are the student enrollments at your college?

Full-time Day _____

Part-time Day _____

Full-time Evening _____

Part-time Evening _____

PLANNING

Does your college have a written plan for its Job Placement Program?

Yes ☐

No ☐

Don't Know ☐

If Yes, is the Plan:

- | | | |
|---|------------------------------|-----------------------------|
| • Reviewed by the college president? | Yes ☐ | No ☐ |
| • Distributed to vocational instructors and student services staff? | Yes ☐ | No ☐ |
| • Utilized to review Program effectiveness? | Yes ☐ | No ☐ |
| • Based on a needs assessment survey? | Yes ☐ | No ☐ |

If Yes, in what year was your most recent needs assessment survey completed? _____

COMMITMENT & RESOURCES

Does the college provide sufficient allocations from the operating budget to support the Job Placement Program?

Yes ☐

No ☐

Don't Know ☐

Is there sufficient, qualified job placement staff available to provide services for students, instructors and employers?

Yes ☐

No ☐

Don't Know ☐

Does the college placement staff include a full-time Job Developer?

Yes ☐

No ☐

Don't Know ☐

Is the college Job Placement Center visible and accessible for all students?

Yes ☐

No ☐

Don't Know ☐

Is "state of the art" equipment available to support planned services?

Yes ☐

No ☐

Don't Know ☐

ACTIVITIES & SERVICES

In your judgment, does your college provide a comprehensive Job Placement Program?

Yes ☐

No ☐

Don't Know ☐

What are the major strengths of your college Job Placement Program?

What are the major needs for improvement for your college Job Placement Program?

If your college Job Placement Program has exemplary activities, brochures, forms, etc. which you are willing to share, please include samples with this survey.

If your college is interested in being one of five (5) volunteer representative sample colleges to conduct an intensive review of the Quality Indicators and receive the services of a Technical Consultant site-visit, please complete the form below. A stipend of \$500 will be provided to the college to off-set costs of this participation. In addition, travel and per diem will be provided for as many as two planning and evaluation meetings.

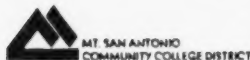
Name & Title of Requester _____ () Telephone _____ Best time to call _____

Name of College _____

College Address _____ ZIP _____

THIS WRITTEN REQUEST CONFIRMS A PREVIOUS REQUEST BY TELEPHONE.

Please return the completed survey form in the enclosed envelope by the March 16, 1992 deadline.



The Implementation of Job Placement Services Guidelines project is sponsored by the Chancellor's Office, California Community Colleges. The project is funded through a VEA, Title II, Part B grant awarded to Mt. San Antonio College.

SURVEY RESPONSE SUMMARY

NR = No Response

N = 71 Forms representing 66 colleges

61.7% of 107 California Community Colleges

Does your college have a Job Placement Program?	Yes 54	No 15	NR 2	
Did you receive the Quality Indicators for California Community College Job Placement Programs?	Yes 47	No 11	Don't Know 4	NR 9

PART I: IMPLEMENTATION OF QUALITY INDICATORS

N=60

Was your review of the Quality Indicators	Extensive 16 (26.7%)	Limited 29 (48.3%)	No Review 6 (10.0%)	NR 9 (15.0%)
Has your college utilized the Quality Indicators to review your Job Placement Program?	Yes 4 (6.7%)	No 29 (48.3%)	Don't Know 0	NR 27 (45.0%)
If yes, was the utilization	Extensive 13 (21.7%)	Limited 0	NR 20 (33.3%)	
If yes, was a team formed to review the program?	Yes 3 (5.0%)	No 15 (25.0%)	Don't Know 0	NR 45 (75.0%)

Makeup of Review Teams:

Number of Teams formed: 10

1. 3 Administrators 1 Job Placement Staff 1 Student	7. 2 Administrators 8 Instructors 3 Job Placement Staff 5 Employers 6 Students
2. 2 Job Placement Staff	8. 1 Administrator 1 Job Placement Staff 1 Student Development
3. 5 Job Placement Staff	9. 1 Administrator 1 Job Placement Staff
4. 2 Administrators 2 Job Placement Staff	10. Job Placement Staff (no # mentioned)
5. Administrators (no # mentioned) Job Placement Staff (no # mentioned)	
6. 1 Job Placement Staff	

Which Quality Indicators were most relevant in reviewing your college Job Placement Program?

No. of Respondents to this Question: 18

	No. Using QI	Percentage
Planning	7	39%
Commitment/Resources	15	83%
Marketing	9	50%
Activities/Services	11	61%
Appendixes	2	11%

Did the review result in the development of a plan for improvement? Yes 12 No 10*

NR = No Response

* No was checked by some respondents who did not use Quality Indicators for review.

Which Quality Indicators were most helpful in developing your College Plan for Job Placement Improvement?

No. of Respondents to this Question: 11

	<u>No. Using QI</u>	<u>Percentage</u>
Planning	4	36%
Commitment/Resources	5	45%
Marketing	5	45%
Activities/Services	6	55%
Appendixes	2	18%

PART II: PROFILE OF COLLEGE JOB PLACEMENT PROGRAM

Please check the response which best describes your college setting. Rural 12 Suburban 30 Urban 18

What is the average age of the students attending your college? _____

By number, what are the student enrollments at your college?

Full-time Day _____

Part-time Day _____

Full-time Evening _____

Part-time Evening _____

PLANNING

Does your college have a written plan for its Job Placement Program? Yes 22 (36.7%) No 29 (48.3%) Don't Know 7 (11.7%) NR 2 (3.3%)

If Yes, is the Plan:

- Reviewed by the college president? Yes 9 (15.0%) No 11 (18.3%) NR 40 (66.7%)
- Distributed to vocational instructors and student services staff? Yes 6 (10.0%) No 15 (25.0%) NR 39 (65.0%)
- Utilized to review Program effectiveness? Yes 18 (30.0%) No 4 (6.7%) NR 38 (63.3%)
- Based on a needs assessment survey? Yes 9 (15.0%) No 14 (23.3%) NR 37 (61.7%)

If Yes, in what year was your most recent needs assessment survey completed? _____

NR = No Response

COMMITMENT & RESOURCES

Does the college provide sufficient allocations from the operating budget to support the Job Placement Program?	Yes 13 (21.7%)	No 42 (70.0%)	Don't Know 4 (6.7%)	NR 1 (1.6%)
Is there sufficient, qualified job placement staff available to provide services for students, instructors and employers?	Yes 14 (23.4%)	No 42 (70.0%)	Don't Know 3 (5.0%)	NR 1 (1.6%)
Does the college placement staff include a full-time Job Developer?	Yes 9 (15.0%)	No 51 (85.0%)	Don't Know 0	NR 0
Is the college Job Placement Center visible and accessible for all students?	Yes 47 (78.3%)	No 11 (13.4%)	Don't Know 1 (6.7%)	NR 1 (1.6%)
Is "state of the art" equipment available to support planned services?	Yes 28 (46.7%)	No 27 (45.0%)	Don't Know 4 (6.7%)	NR 1 (1.6%)

ACTIVITIES & SERVICES

In your judgment, does your college provide a comprehensive Job Placement Program?	Yes 27 (45.0%)	No 30 (50.0%)	Don't Know 1 (1.7%)	NR 2 (3.3%)
--	-------------------	------------------	------------------------	----------------

Please check the services available and list others not mentioned.

43 (71.6%) Centralized Placement Center	47 (78.3%) Specialized services for employers e.g. interview rooms, Job Fairs
38 (63.3%) Computerized system	36 (60.0%) Coordination with vocational programs/instructors
56 (93.3%) Full-time job listings	16 (26.7%) EDD linkage; interviewer available on campus
60 (100%) Part-time job listings	28 (46.7%) Coordination with Cooperative Work Experience
55 (91.7%) Temporary/Seasonal listings	Other: _____
40 (66.7%) Career planning counseling and skills assessment for students	
39 (65.0%) Job seeking training for students	

Does your college document student placements?	Yes 39 (65.0%)	No 18 (30.0%)	Don't Know 1 (1.7%)	NR 2 (3.3%)
--	-------------------	------------------	------------------------	----------------

How many students were placed during the most recent reporting year?

	Number	% of Total Placements
Full time	_____	_____
Part-time	_____	_____

For all Job Orders received last reporting year what was your placement rate? _____%

For all students seeking employment during the last reporting year what was your rate of placement? _____%

Does your Placement Office perform:

• Student evaluations?	Yes 12 (20.0%)	No 36 (60.0%)	Don't Know 4 (6.7%)	NR 8 (13.3%)
• Employer evaluations?	Yes 7 (11.6%)	No 40 (66.7%)	Don't Know 4 (6.7%)	NR 9 (15.0%)

NR = No Response

ACTIVITIES & SERVICES continued

If Yes, are evaluations:

• Disseminated college-wide	Yes 0 (0.0%)	No 22 (36.7%)	Don't Know 0 (0.0%)	NR 38 (63.3%)
• Utilized to guide future planning?	Yes 10 (16.7%)	No 10 (16.7%)	Don't Know 0 (0.0%)	NR 40 (66.6%)

MARKETING

Does your college Job Placement Program develop an annual Marketing Plan?	Yes 7 (11.6%)	No 51 (85.0%)	Don't Know 1 (1.7%)	NR 1 (1.7%)
Are job placement services actively promoted and advertised with target markets, e.g. students, instructors, employers, community?	Yes 41 (68.3%)	No 17 (28.4%)	Don't Know 0 (0.0%)	NR 2 (3.3%)

MAJOR STRENGTHS, VERBATIM RESPONSES

Placements – community and on-campus employment

College Work Study Program Placements

Strong community network/employer base

Long time excellent reputation in community

Use of PRO/Search for computerized, daily updated job listings (job list only use currently)

Recent combination of services of Job Placement and Career Center into newly remodeled "Career Development Center"

Video orientation on file in college library readily available regarding use of placement services, including job hunting tips

We provide about 1,000 students with part time and summer employment

Computerized system has doubled the amount of students served and therefore provided more time for individual assistance.

Job search presentations, 10-20 a semester, primarily in Careers And Lifestyle classes.

Staff's focus is on student "success"

Inter-department cooperation

Administrative support

Our Job Placement office is responsive to the part-time job needs of our students.

This has been the traditional role of the service and remains the strength.

I believe that we offer a very service-oriented environment for students. We provide quick service, offer encouragement, resources and job search counseling.

The collaborative effort of the Student Employment Office and the Cooperative Education Instructors to ensure maximum program exposure and Job Development regardless of the limited staffing in employment.

Flexibility in servicing students/staff employers

In addition to our many services which are listed in the Activities and Services section, we sit on the Advisory Boards for several of our vocational programs. We also attend various community meetings and keep in contact with the business industry. We are members of both the California Placement Association and the Western College Placement Association. The Job Center thus keeps in contact with placement associations and employment professionals in education, business and government. We believe the Job Center is an important link between the student, the college and the business community.

Thorough job counseling to all students who apply for service and pre-employment counseling-application prep., resumes, cover letter, interview techniques.

Night/Evening services offered

Heavy student usage

Widely accepted in the community

Very visible program

We have a lot of job search resources

Successful career days

Career Center and my office (student employment specialist) have a good working relationship

Comprehensive program with excellent employer relations and strong ties to occupational programs and instructors

Computerized software program - Jobmatch

Job faires

Employer profiles which provide comprehensive background about an employer

Dedication of staff

The commitment to seeking full time placements for our AA degree graduates and vocational/technical certificate recipients

The most important major strength of the Job Placement Program at Irvine Valley College is the quality of service the student receives. The small college attitude still prevails, even though the student population significantly increased over the past 3.5 years.

Job seeking skills are also a major strength and are offered in a group or individualized setting as warranted. Time is taken to discuss the interview process to alert the student of interview techniques. Students are encouraged to follow up the interview by discussing it with the placement staff. Mock interviews are also offered upon request.

Resume assistance is available to all students with assistance given to many vocational students nearing completion of their degree.

Integration of Job Placement and Cooperative Education

Centralization of Placement, Co-op, Career Planning, GAIN and Workability III in one office

High degree of management support

Location of office, high traffic area

Outstanding staff

Placements – community and on-campus employment

College Work Study Program placements

Active Master Vocational Advisory Committee with strong commitment to placement (just beginning to take shape)

Fairly comprehensive programs and services, including FT/PT listings, computerized system, faculty/vocational program support, annual job fair (Job Information Day), participating in local chamber-sponsored business fair, limited on-campus interviews

Visibility in community through job fair, high school career fair (coordinated by placement office), business fair, other business-oriented events

Open access to all students and graduates of the Los Angeles CCD

Computerization; location in urban area; vocational courses; active labor market; functional staff

Semi successful partnership program with EDD

Close liaison and support of Division Directors and faculty

Good working relationship with employers, vocational faculty, faculty in general and students

Good counseling for students

The community is small and most employers are familiar with the college placement office. The placement office is in the student center. A major Job Expo is held every Spring. Agencies and employers utilize college facilities to recruit students

Capacity to serve a large volume of student traffic

Attract a considerable number of job listings

High visibility and popularity among the student population
 Each student receives individualized attention
 Weekly job search workshops
 Extensive documentation; each job listing is followed up with a phone call
 Tied to main office EDD
 In same location as Career Planning Center
 Great people
 None – very poor activity, part time listing service
 Heavy personal contact with both students and employers. Follow-up is done regularly to maintain contact with employers
 Workshops to teach job seeking skills, resumes, etc.
 Cooperative Education, Job Placement & Career Center housed together
 We keep our job listings as current and updated as possible. Our students and members of our community get additional services such as resume writing, interviewing techniques, company/corp. information, etc.
 Dedicated, caring and skilled staff
 Providing job search information
 Assisting students in preparing resumes
 Matching employer needs with student skills
 We are currently able to provide students with full-time and part-time listing in an atmosphere that promotes career awareness. However, our services are not as comprehensive as those mentioned in "Quality Indicators," due to budget restraints
 For part time employment: (1) accessibility to employer community, (2) job referrals on one to one basis, (3) personal evaluation of one's job skills and help with vocational direction, (4) placing students in jobs where they can see or try out occupations related to their major
 Administrative support and great staff relationship
 Ability to continually survive without any budget
 We are an automated job placement center
 Diverse staff (bilingual)
 Evening hours
 Keep close contact with employers (e.g. follow-up calls, job development contacts, special events)
 Number of employers that list job openings with our center

Individualized assistance to students and alumni

Community outreach: presentations, workshops in city facilities, schools, organizations

On campus workshops

We are able to pre-screen students that are seeking employment for their skills and abilities in relation to the jobs they are seeking. This is a great benefit to both the employers and students by personalizing service. Also, students get current advice on how to handle labor problems, resume and cover letter critique and other job search techniques

Computerized student files, records (including skills)

Computerized employer files (easily access jobs and change information)

Computerized operation

A foundation for the growth of Job Placement has been established

Well-established placement service in the community receiving job requests from major businesses, both small and large, throughout a 35-mile radius of the college

An Applicants Referral System (ARS) to refer qualified applicants to employment opportunities

Computerized employer listings for applicants with AA degree and/or Voc. Ed. certificate for many of the academic programs offered at DVC

Internship requests (both paid and volunteer) in many academic categories

On-campus recruiting arrangement for numerous employers throughout the year

Printed employment search materials maintained to assist applicants and updated

With limited staff (myself and student employees only) manage to assist an average of 125 applicants per day with their employment needs – job referrals, assistance with resume preparation, the application process and interviewing techniques

Handle the placement of all CWS applicants on and off campus and monitor the spending of their CWS allocations

The college has received a Title III grant to implement job placement services. The grant is for three years and includes a job developer/placement specialist at 40 percent and computers/software

Ability to outreach to employers, students and the general public. The program has an excellent referral system

Outstanding, qualified, experienced and dedicated staff

EDD Job Match – Statewide computer service

Certification for federal Stay-in-School done through EDD, only one certifying officer in Long Beach

Strong alumni and family job support services

Strong community organization relationships for use of services

Bi-weekly Job Opportunities announcements

Provide leadership for Industry Education Council of Long Beach (Job Placement Coordinator is Executive Director of Industry Education Council of Long Beach – IEC-LB)

Student Placement Services is a small operation making the best use of limited resources. Due to our size, we believe that we are capable of providing personal services to satisfy the needs of both the employers and our students.

Providing students with opportunities to pursue and find jobs in their vocation/field and earn money while they are in school

Consolidated/centralized with Transfer Center, Career Center, Cooperative Education and Community Internship Program. Makes coordination and referral more effective. Staff are cross-trained in each area to provide a holistic approach to meeting student needs.

Committed and talented staff members

Good coordination/utilization with EDD staff

Quality services that we provide in assessing students' job placement needs

Outstanding communication with employers using our services

Assisting employers as well as students by setting up on-campus recruitments

That we have one at all

Finding part-time jobs for students during the college year

MAJOR NEEDS FOR IMPROVEMENT, VERBATIM RESPONSES

Facilities, staffing, marketing, equipment, computer hardware/software and coordination of services (placement).

As I am sure most other programs have and are experiencing, we at Victor Valley College are working with insufficient space and have been staffed at the minimum (1 full-time position). Though these constraints have severely limited the depth at which our program can accommodate the needs of our students, it seems that our current administration has seen the importance of employment/placement services, and hopefully our situation will be improved.

We're in the process of automating our placement office. I believe that we'll reap the benefits of accumulating valuable data on employers and making the job referral process easier.

Staff

Public Relations

Job Developer

Resume Literature

Staff to input student data so PRO/Search can be fully utilized in matching and notifying students of appropriate job opportunities rapidly

Higher visibility on campus, both with staff and students

Time to develop job opportunities within the community

Time to implement job shadow/internships

Stronger faculty involvement

Dedicated budget to cover all expenses and collect revenue

We are presently the Transfer/Career Center and Job Placement services. A separate office with adequate staff is needed.

Computer network up-grade

Extend Career Advisor Position from 10 to 12 months

Add a Job Developer/Interviewer position

Form an advisory committee

In reviewing the "Quality Indicators" and realizing that all job placement offices are going through a major transition, we see our need to establish a formalized written plan and an Advisory Board which will help us gather additional expertise and information. More emphasis needs to be placed on computerizing our job referral listing service and meeting additional needs of the students, the faculty and the business community. However, we realize if we devote more time to matching students with job orders, our other services will go lacking. Only with adding more staff and increasing our operating budget can our Job Center function per the guidelines of the "Quality Indicators."

Added space to accommodate a resource area and added staff

Staff to do job development and place graduates/program computers

Full time staff to do date entry/reception, student interviews to get data, take job orders over phone

Expand full-time job placement program

Increase coordination with academic departments

More space, more staff, larger budget

Money dedicated to adequate staffing, computerization

Staff needs: full-time job developer and clerical staff and half-time evening staff

Space needs: larger and more accessible office

Equipment needs: PC memory upgrade and printer

Training needs: to carry out job seeking training for students

Hardware to implement our computer software package designed for Job Placement Services.

Assistants with clerical process possibly four hour student assistant

The first and most vital need would be in the area of staffing. The Quality Indicators for Calif. Community College Job Placement Programs, Appendix B-4 shows recommended staffing guidelines for a comprehensive placement program. IVC runs Job Placement with one full time placement officer and one 19 hr. student assistant. A full comprehensive plan cannot continue to be met by one person. Additional placement staff positions would be at the minimum, an

interviewer and clerical assistant.

The sheer volume of students using placement services requires additional staffing, but also placement's role of maintaining records/reports necessary for fiscal/resource accountability and future projections of vocational/technical programs as well as providing SSFS information on our students in a responsibility that warrants additional consideration.

To become more visible in industry; however, this relates to staffing and would require coverage in the placement center to allow the placement officer to job develop and attend various events off-campus in the business community.

We need to reorient our focus to full-time placement assistance for program completers

Staff, public relations, job developer, resume literature

FT (PT at least) job developer actively working with staff, students and business community (not just cursory review of listings from classifieds and announcements) and/or clerical support (not student workers) needed for continuity, to free placement officer for more job development-related responsibility

Active administrative support

Possible release from coordination of high school career fair (a community-sponsored event, but with little to do with employment issues - it's more of an exploration experience for the high school students)

Funds to computerize center, hire additional staff for follow-ups and purchase literature and hand-outs for students

Placement tracking system; full-time job developer needed; equipment (resume hardware/software, etc.)

Increase career related placements

Expand relations with business and industry

Enhance graduate placement

Additional staffing

Computerized system to record, sort, match and retrieve student and job data

We need to be providing more services. However, we are currently lacking funds and institutional commitment to this area

More contact with employers. More vocational programs geared to the needs of local employers. More marketing of college vocational programs

Need a job developer

Need vocational instructors to cooperate with the placement center for vocational career placements

Staff

Develop a more active system

More resources, staff, money

Major thrust that assists students completing programs leading to employment

More staff. The Career Guidance/Job Placement specialist runs the career center and helps in counseling office along with doing job development, student interviews and follow-up

Better marketing

Need for a separate budget

More support from administrators and faculty

Space and staffing needs plus operating budget

A full time counselor for the Career Center

It would be an improvement if a complete job service to include placement were offered by our college

Sufficient yearly budget to provide necessary equipment

Sufficient qualified staff, resources, administrative support as well as financial support

Additional staff: one full time office assistant, one full time job developer

Staff, budget, computer equipment hardware and software, college-wide involvement, formal operational plan, advisory committee, upgrade for present staff person

Closer ties with instructors (cooperation)

Additional staff

Need to be available year round (currently operating 10 months)

Additional full time staff – job developer, interviewer

I feel our office just provides referrals. I think we would be more effective if we budget counselors to meet with students. We also need a coop ed program for out students

We need computer support people to maintain the wide variety of computer systems we have in our area. Campus-wide we do not have computer technicians to install, trouble-shoot and maintain the computer systems on campus (because of lack of funding for a position). However, there is a great need for this campus-wide, and especially in the job placement area. We found that the recent job placement programs we purchased gave minimal support, service and training to our staff and, therefore, we are greatly under-utilizing the computer system due to lack of technical assistance.

Staffing: full time job developer, full time clerical help

Greater operating budget

Need institutional commitment and support

Currently have crowded facilities. Need larger, more visible facilities

Increase full-time staff

Hiring a full time classified person as my assistant to provide the continuity needed that a "student-staff only" cannot provide

Additional student staff funds to provide adequate coverage to handle the numerous phone calls received and to assist the applicants using the service

Additional supplies budget to maintain an adequate inventory of employment preparation materials, employment opportunity publications and general staple items

Active participation with off-campus, community-based programs

Visitation to new companies to the area as well as to those companies (major) already established with the placement service for public relations purposes

Employment Search Workshops, to be conducted on a regular basis

Representation of the placement service on Advisory Boards relating to Vocational Education and special targeted groups, i.e. Disabled Student Services, Women's Services, etc.

Additional funds to support a full time job developer/placement specialist. Space for a job placement center or office

The Job Placement Program needs to be expanded. The program has not been able to outreach to faculty effectively. More staff is needed to assist the Job Specialist on our campus. There is too much work to do for one person.

Completion of computerized job placement program

Staffing for evening hours

Greater utilization of Referral Results Cards (See Appendix C-2, p. 37)

We need more space, staff and funding!

Staffing

Increasing coordination of faculty

Developing better match between types of jobs and student needs

Developing more effective tracking and follow-up system, especially employer feedback

Job developer position

More office space

Full time job developer to bring in more jobs for students

Workshops (interviewing skills and techniques, attire for interviews, and other helpful information about the job market)

Expand office and increase staff to accommodate students' needs

Full-time staff

Financial support

Administration commitment

Marketing plan

Cooperation of vocational faculty and administrator

Development of a written college placement plan

ADDITIONAL COMMENTS, VERBATIM RESPONSES

The Job Center at Santa Monica College is a results-oriented placement center whose services are essential to the realization of career and educational objectives of students. We provide a quality program and a wide range of services for students which assists them with a variety of needs and offers excellent preparation for present and future job and career success. Although Santa Monica College has provided sufficient allocations from their operating budget to support their Job Placement program, additional staff and a significantly increased operating budget would be crucial to maintain a program that meets the expectations of the "Quality Indicators." The Job Center's staff has been doing a heroic job in addressing many of the activities and services mentioned in the "Quality Indicators."

The Job Center's main emphasis has always been on assisting students with their job search activities. The job developers help many vocational students with resume writing; we counsel and advise students on how to succeed in the work environment; we set up interviews with employers and teach students how to do this for themselves; and we instruct them on successful interviewing techniques. Due to our limited staff and because our emphasis has always been on serving students, we have not devoted the time to tracking the information requested on this survey. Our Job Center is not computerized nor have we ever interviewed and matched every student that looks through our job listings with job orders.

Although we have done some calculations of students placed, we do not have the extensive information which you have requested.

Staffing is a problem, but job seeking and retention skills training in the form of resume assistance, job search, on-campus recruiting, job/career fairs, interviewing information and career speakers program are being provided to the students.

Marketing: With increased staffing, specific target markets would be possible. Some job developing has begun, but with the heavy number of students using placement due to economic conditions and one full-time placement person operating placement, this has affected job developing activities.

Marketing: Figures above are inaccurate because: (1) inaccuracy of employer and/or student reporting; (2) placements out of individual departments not reported to Job Placement Office; (3) numbers reflect only actual job orders received (not any placements occurring from students applying on their own through classifieds and announcements listed in our office); (4) formal student follow-up study has only recently been put in place, and reliable figures are not yet available.

ACTIVITIES MISSING FROM THE QUALITY INDICATORS:

A job club that would have a Job Center staff person as an advisor and students working as peer counselors. Students would assist, advise and support each other in their job search activities.

It would be extremely helpful to include a directory of placement offices and the services each provides as a resource for contacts in developing new programs.

SUCCESSSES:

Organized a community-wide "EMPLOYMENT AND PLACEMENT PROFESSIONALS NETWORK," comprised of over 20 different agencies, public and private. Group has two-fold purpose: (1) network and cooperate with each other in an effort to reduce "territorialism" among agencies; (2) have meeting topics of general interest to the placement professional. Meeting are monthly, held at the college (except when business tour is on agenda). *Yuba College*

The Job Fair was an event designed to acquaint the community with Job Development/Placement services. The evaluations from employers were extremely positive.

Brochure

Individual student mailings to certificate recipients and AA graduates - Employer mailings - Job seeking skills course - 1 unit CSU transferable - Service Club presentations.

Used the QI's to develop: Marketing Plan, Student Needs Assessments, Employer Satisfaction Surveys, New Statistical reports, Request for Computerization.

Appendix E

To: Job Placement Improvement Project 1990-91
Advisory Committee & Task Force Members

From: Shirley McGillicuddy, Project Subcontractor

Last June when you were mailed the QUALITY INDICATORS FOR CALIFORNIA COMMUNITY COLLEGE JOB PLACEMENT PROGRAM IMPROVEMENT, you were requested to indicate your interest in future project involvement. Some of you responded at that time. However, since so many months have elapsed, it is important to update your willingness to help.

The IMPLEMENTATION OF JOB PLACEMENT SERVICES GUIDELINES Project was funded the last week of January. A new Advisory Committee consistent with the project objectives has been appointed and met the end of February. Because of the extremely short operational period for the project, major revisions have been made.

Project activities include a survey of 107 colleges/71 districts to assess the college's implementation of the Quality Indicators and the status of their Job Placement Program which has been mailed and responses are coming in. To validate the survey responses and identify Quality Indicator implementation strategies, Technical Consultants will visit a representative sample of five volunteer colleges. Visits will lead to the development of an Implementation Guidelines Handbook and a Status Report of California Community College Job Placement Programs.

Your help is needed to provide a valuable service for the Chancellor's Office, California Community Colleges and Job Placement Program statewide. A Job Sheet explaining the Technical Consultant's role and an application are enclosed. For your convenience, a stamped addressed envelope is included for returning your response. Please respond by March 17 - easy to remember since it the day to be Irish, even if you aren't.

Yolanda Villegas, Project Director and Kim Perry, Project Monitor join me in saying thanks for your continued support for the improvement of vital job placement services in California community colleges.

cc: B. Kisbey
K. Perry
P. Stanley
Y. Villegas
bcc to R. Wright

Technical Consultant Be A "TEN"!!

objective, knowledgeable, thorough individual wanted to serve as one of 10 Technical Consultants and two alternates.

OBJECTIVE: visit one of five representative sample California Community Colleges to: 1. Validate the college's survey response, 2. Perform an indepth assessment of implementation guidelines for the Job Placement Quality Indicators and 3. Provide specialized technical assistance requested by the college.

QUALIFICATIONS: Applicant must have actively served as an Advisory Committee or Task Force member during the Job Placement Services Improvement Project during 1990-91 and be very familiar with the California Community College Quality Indicators for Job Placement. Technical Consultants must have expertise in one or more areas of community college Job Placement Programs/Services, or in managing or utilizing services.

RESPONSIBILITIES: Technical Consultants will meet for 1/2 to one day for Advance Planning and Orientation, spend one to one and one-half days visiting the representative sample college to which they are assigned and one additional day to review and edit project products. These will include: Quality Indicators revisions, if warranted; Implementation Guidelines Handbook and California Community College Job Placement Status Report.

COMPENSATION: Be a "ten"!! Serve as a member of a select group who can help chart the future direction for Job Placement improvement and even more important the services for current and future community college vocational students. Grow through first-hand observation of a college placement program and interaction with another team member. The project will provide a small **STIPEND** to Technical Consultants and **cover all travel, lodging and meal expense associated with project responsibilities.**

Please Reply On Attached Form

Sponsor:

California Placement Association • Chancellor's Office, California Community Colleges
• Mt. San Antonio College. Supported by a grant awarded to Mt. San Antonio College by the COCCC, funded by Title II, Part B VEA funds.

"No persons shall, on the ground of sex, race, color, national origin or handicap, be excluded from participation in, be denied the benefits of, or be subject to discrimination under this project."

Appendix F

Site Visit Procedures

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F-1

Dear,

Thank you for volunteering to serve as a Technical Consultant for the Implementation of Job Placement Quality Indicators Project. The college site visit will achieve two very important purposes:

1. Validation of the Survey Form submitted by the college.
2. In depth review of the Quality Indicators with particular emphasis on identifying implementation strategies.

A two-member team will be sent to each of the five volunteer colleges. The Lead Technical Consultant will be a Job Placement professional. The second team member will represent a different area of expertise, e.g. computerized placement, vocational instruction, student services administration, EDD.

This confirms your assignment as the Technical Consultant. The other member of your team is . Together, you will work with Site Coordinator and site visit

The project will, of course, cover all travel and per diem expenses in accord with state policy. In addition, you will be paid a small stipend of \$«amount». Forms for travel and stipend will be distributed at the Advance Planning and Orientation Meeting.

Enclosed is the detail information about the Technical Consultant Training scheduled April 7 from 9:30 a.m. to 2 p.m. and please mark your calendar with these important dates:

Advance Planning & Orientation	Date & Time	Location
Site Visit	To be determined at the Planning Meeting with your assigned College Site Visit Coordinator	
Data Synthesis & Interpretation		May 11, 1992

Thank you so much for your continued interest in and support for Job Placement Programs in California community colleges. Your contribution is greatly valued and appreciated by the Chancellor's Office, California Community Colleges, participating community colleges and by Mt. San Antonio College the project contractor.

Sincerely,

Shirley McGillicuddy
Project Subcontractor

cc:

THE PURPOSE OF THE VISIT IS TO:

- Validate the Survey form submitted from your college.
- Perform an in-depth review of the Quality Indicators
- Identify innovative Job Placement activities and strategies.

OUTCOMES FOR THE PROJECT WILL INCLUDE:

1. An Implementation Handbook for Job Placement Quality Indicators.
2. A Job Placement Statewide Status Report.
3. Recommend revisions to the Quality Indicators.

PROJECT PRODUCTS

Quantity: 700 copies each

Quality Indicator Revisions

If warranted based on the field survey responses and representative sample college site visits, replacement pages will be produced and distributed to the original recipients of the publication. The loose leaf format facilitates updating the publication economically and avoids reprinting the entire document.

Implementation Guidelines Handbook

Guidelines developed based on field survey responses and recommendations from Technical Consultants and representative sample college designated contacts. Produced in 8 1/2 x 11" size, punched for insertion into the Quality Indicators notebook/file. Will provide practical strategies and techniques to help a college utilize the Quality Indicators **as a tool** for improving its job placement program.

Job Placement Status Report

Statewide report of the current state of art of community college Job Placement Programs based on field survey responses, college site visits and recent survey data e.g. Joan Jacobson, College of the Canyons and Lyn Hood, Cabrillo College 1990 studies. Newsletter - type format, two color. Distribution to individuals mailed the Quality Indicators, small quantity to Job Placement Coordinators/Directors for distribution to Advisory Committee members, vocational instructors and employers. Quantity produced greater than 700 specified for other publications.

F-3

Technical Consultant Assistance Form

One aspect of the Technical Consultant Site Visit Team is to provide assistance to the site college's Job Placement program.

Please indicate what assistance you would like in the areas listed below. Please be as specific as possible to ensure that the assistance you receive fulfills the need.

Planning

Commitment & Resources

Activities & Services

Marketing

Confirmation Interview Request Notification Form

Name _____

Title _____

Date _____ Time _____ Location _____

Quality Indicators to be discussed during this interview:

☐ Planning☐ Commitment & Resources☐ Activities & Services☐ Marketing

Interviewer: _____

Confirmation Interview Request Notification Form

Name _____

Title _____

Date _____ Time _____ Location _____

Quality Indicators to be discussed during this interview:

☐ Planning☐ Commitment & Resources☐ Activities & Services☐ Marketing

Interviewer: _____

F-5

Interview Form

Name _____

Title

Date _____

Time

Location

Quality Indicators Validated:

Planning

Commitment & Resources

▣ Activities & Services

Marketing

❑ College Survey Information Validated

Person(s) completing form

Notes:

Special Technical Assistance Information Request:

Name of District _____

Name of College _____

Address _____

City _____

State _____

Zip _____

Name _____

Title _____

Phone # _____

Best day of week to call _____

Best time to call _____

VALIDATION OF IMPLEMENTATION OF QUALITY INDICATORS

Quality Indicator	Survey	Validation/Review	Innovative Implementations
Which Quality Indicators were most relevant in reviewing your college Job Placement Program? Please list by Section and Activity, e.g. I Planning, II Commitment & Resources.	Yes ☐	No ☐	☐ Comment
1. _____	Yes ☐	No ☐	☐ Comment
2. _____			
3. _____			
4. _____			
Did the review result in the development of a plan for improvement?	Yes ☐	No ☐	☐ Comment

Quality Indicator	Survey	Validation/Review	Innovative Implementations
If Yes, which Quality Indicators were most helpful in developing your College Plan for Job Placement Improvement? Please list by Section and Activity, e.g. I Planning, II Commitment & Resources.	Yes ☐	No ☐	☐ Comment
1. _____	Yes ☐	No ☐	☐ Comment
2. _____			
3. _____			
4. _____			
Did your college develop implementation strategies and techniques which have been successful and innovative?	Yes ☐	No ☐	☐ Comment
If Yes, please describe briefly. (These successes will be incorporated into the Implementation Handbook for distribution to 107 colleges, 71 districts. Your college will be recognized for its contribution.)	Yes ☐	No ☐	☐ Comment
In your judgment, are there activities missing from the Quality Indicators?	Yes ☐	No ☐	☐ Comment
If Yes, please describe briefly.	Yes ☐	No ☐	☐ Comment

PLANNING

Quality Indicator	Survey	Validation/Review	Innovative Implementations
Does your college have a written plan for its Job Placement Program?	Yes ☐ No ☐	☐ Comment	

If Yes, is the Plan:

- | | | |
|--|--|----------------------------------|
| • Reviewed by the college president? | Yes ☐ No ☐ | ☐ Comment |
| • Distributed to vocational instructors and student services staff? | Yes ☐ No ☐ | ☐ Comment |
| • Utilized to review Program effectiveness? | Yes ☐ No ☐ | ☐ Comment |
| • Based on a needs assessment survey? | Yes ☐ No ☐ | ☐ Comment |
| If Yes, in what year was your most recent needs assessment survey completed? | Yes ☐ No ☐ | ☐ Comment |

Activities	Quality Indicator	Valid		Revision Recommended	Innovative Implementations
		Yes ☐	No ☐		
1. Determine Job Placement services needed through:	Needs identified are validated through:				
• Interviews	• Advisory Committee feedback				
• Surveys	• Employer/Student/ Labor feedback				
• Questionnaires	• Employment Development Department data				
• Focus Groups	• Community feedback				

PLANNING continued

Activities	Quality Indicator	Valid	RevisionRecommended	Innovative Implementations
		Yes ☐	No ☐	
1. Develop a formalized written plan.	Written plan is on file and updated annually: elements include Mission Statement, goals/objectives, activities, staffing requirements, time-lines, evaluation standards, budget, organizational chart, job descriptions.	Yes ☐	No ☐	
2. Utilize Advisory Committee input for planning and evaluating.	Active participation of a representative Advisory Committee.	Yes ☐	No ☐	
3. Produce and distribute written reports of results of the formalized plan.	Reports are generated at least annually and distributed to appropriate college staff and employer/labor/community representatives.	Yes ☐	No ☐	

Additional Notes:

PLANNING continued

Activities	Quality Indicator	Valid	RevisionRecommended	Innovative Implementations
4. Maintain mandated reporting requirements.	Plan meets public/private special funded project and statewide compliance requirements.	Yes ☐	No ☐	
5. Based on the needs assessment survey, identify the array of services to be provided for: • Students • Business/Industry and Labor • Administration, Faculty and Counselors • Community	Planned services address specific needs of students; business, industry, labor; administration, faculty, counselors and the community.	Yes ☐	No ☐	

Additional Notes On Planning:

COMMITMENT & RESOURCES

Quality Indicator	Survey	Validation/Review	Innovative Implementations
Does the college provide sufficient allocations from the operating budget to support the Job Placement Program?	Yes ☐	No ☐ ☐ Comment	
Is there sufficient, qualified job placement staff available to provide services for students, instructors and employers?	Yes ☐	No ☐ ☐ Comment	
Does the college placement staff include a full-time Job Developer?	Yes ☐	No ☐ ☐ Comment	
Is the college Job Placement Center visible and accessible for all students?	Yes ☐	No ☐ ☐ Comment	
Is "state of the art" equipment available to support planned services?	Yes ☐	No ☐ ☐ Comment	

Additional Notes:

COMMITMENT & RESOURCES continued

Activities	Quality Indicator	Valid	Revision Recommended	Innovative Implementations
1. The college demonstrates support by providing sufficient resources, i.e. staff, facilities, budget to establish and operate a Job Placement Program.	Chancellor/Superintendent/President and the Board of Trustees demonstrate support for the Job Placement Program in the college's educational master plan, strategic plan and mission statement and through allocating an operating budget to provide sufficient staffing, facilities and equipment and to support the marketing plan.	Yes ☐	No ☐	
2. Coordinated Job Placement activities and services	All student employment activities are coordinated through the Job Placement Program.	Yes ☐	No ☐	
3. A representative Advisory Committee provides input to the Job Placement Program.	Staffing of and support for a representative Advisory Committee which may include: • Instructional Administrators • Vocational & Academic faculty • Student Services Administrator • Counselors • Employers • Chamber of Commerce • Students • Placement Director • Board of Trustees member	Yes ☐	No ☐	

COMMITMENT & RESOURCES continued

Activities		Quality Indicator	Valid		RevisionRecommended	Innovative Implementations
			Yes ☐	No ☐		
1.	Qualified staff are available to provide job placement services:	Staffing patterns are based on needs assessment, planned services and student population.				
	• For Student Support:	Staffing provides for coordination of Statewide Student Follow-up System (SSFS) information.				
	• For Vocational Programs and Instructor Support:	Communication between Job Placement, instruction, cooperative work experience education, career guidance and work study is ongoing and effective.	Yes ☐	No ☐		
	• For developing community linkages and support.	Active partnerships exist to identify and meet local labor market needs and are evident through documented results. Current job related technical competencies are communicated to instruction. Vocational instructors record and report job placement activities in their programs annually.	Yes ☐	No ☐		
Additional Notes:						

COMMITMENT & RESOURCES continued

Activities	Quality Indicator	Valid	Revision Recommended	Innovative Implementations
1. Provide support for Job Placement staff participation in staff development activities.	Budget and release time are available to support placement staff: • Membership in professional organizations, i.e. C.P.A., College Placement Council (C.P.C.) • Attendance at appropriate workshops/seminars/conferences. • Participation in job placement related activities on campus. • Development and presentation of appropriate college-wide staff development activities.	Yes ☐	No ☐	
2. Provide support for regular Job Placement staff meetings.	Staff meets on a regular basis, invites other college personnel to attend, records and distributes minutes to appropriate personnel.	Yes ☐	No ☐	

Additional Notes:

COMMITMENT & RESOURCES continued

Activities	Quality Indicator	Valid	RevisionRecommended	Innovative Implementations
1. Provide adequate facilities and state of the art equipment.	Job Placement Center:			
	• Highly visible and accessible for all students.	Yes ☐	No ☐	
	• Display area for job listings is provided.	Yes ☐	No ☐	
	• Accessible for evening/weekend use.	Yes ☐	No ☐	
	• Computer hardware and software available to support placement activities.	Yes ☐	No ☐	
	• Computers accessible to students for resumé preparation.	Yes ☐	No ☐	
	• Appropriate space allocated for employer interviews.	Yes ☐	No ☐	
	• Private offices available for confidential interviews between staff and students.	Yes ☐	No ☐	
	• Student work space provided and furnished with phone for employer contacts.	Yes ☐	No ☐	
	• Located in close proximity to Career and Cooperative Work Experience Education centers.	Yes ☐	No ☐	
	• Space available for conference/ classrooms for classes, workshops, employer orientations, video viewing and career fairs.	Yes ☐	No ☐	
	• Space for employer reference library and employment literature rack for students	Yes ☐	No ☐	

COMMITMENT & RESOURCES continued

	Activities	Quality Indicator	Valid		Revision Recommended	Innovative Implementations
			Yes ☐	No ☐		
1	Budget sufficient to support a comprehensive Job Placement Program.	Provides sufficient support for staff, facilities, equipment, supplies and ancillary services for a comprehensive Job Placement Program. Job Placement staff are involved in budget planning. Placement staff maintains records/ reports necessary for fiscal/resource accountability and future projections.				
2	Pursue alternative funding sources.					

Additional Notes on Commitment & Resources:

ACTIVITIES & SERVICES

Quality Indicator	Survey	Validation/Review	Innovative Implementations
Centralized Placement Center	Yes ☐ No ☐	☐ Comment	
Computerized system	Yes ☐ No ☐	☐ Comment	
Full time job listings	Yes ☐ No ☐	☐ Comment	
Part time job listings	Yes ☐ No ☐	☐ Comment	
Temporary/Seasonal listings	Yes ☐ No ☐	☐ Comment	
Career planning counseling and skills assessment for students	Yes ☐ No ☐	☐ Comment	
Job seeking training for students	Yes ☐ No ☐	☐ Comment	
Specialized services for employers e.g. interview rooms, Job Fairs	Yes ☐ No ☐	☐ Comment	
Coordination with vocational programs/instructors	Yes ☐ No ☐	☐ Comment	
EDD linkage; interviewer available on campus	Yes ☐ No ☐	☐ Comment	
Coordination with Cooperative Work Experience	Yes ☐ No ☐	☐ Comment	
Other: _____			

Additional Notes:

ACTIVITIES & SERVICES

Quality Indicator		Validation/Review		Innovative Implementations
Does your college document student placements?	Yes ☐	No ☐	☐ Comment	
How many students were placed during the most recent reporting year	Yes ☐	No ☐	☐ Comment	
Number % of Total Placements Full time _____	Yes ☐	No ☐	☐ Comment	
Part time _____				
For all Job Orders received last reporting year what was your placement rate? _____%				
For all students seeking employment during the last reporting year what was your rate of placement? _____%	Yes ☐	No ☐	☐ Comment	
Does your Placement Office perform:				
• Student evaluations?	Yes ☐	No ☐	☐ Comment	
• Employer evaluations?	Yes ☐	No ☐	☐ Comment	
If Yes, are evaluations:				
• Disseminated college-wide	Yes ☐	No ☐	☐ Comment	
• Utilized to guide future planning?	Yes ☐	No ☐	☐ Comment	

Additional Notes:

ACTIVITIES & SERVICES continued

Activities	Quality Indicator	Valid		Revision Recommended	Innovative Implementations
		Yes ☐	No ☐		
1. Develop jobs through: • Personal contact with employers • Mass marketing • Targeted marketing • Networking with professional, governmental and civic organizations • Subscribing to specialized job listing publications	Records kept on:				
	• Employer contacts developed and maintained.				
	• Job orders.				
	• Jobs developed for all students including under-represented and those with disabilities and special needs.				
	• Faculty referrals of jobs to students.				
	Employer satisfaction with service.	Yes ☐	No ☐		
	Quality and quantity of jobs developed match identified student needs.	Yes ☐	No ☐		
	Number and quality of contacts/subscriptions.	Yes ☐	No ☐		
	Use of Labor Market Information (LMI) reports, if appropriate.	Yes ☐	No ☐		
	Cooperation with EDD.	Yes ☐	No ☐		

Additional Notes:

ACTIVITIES & SERVICES continued

Activities	Quality Indicator	Valid		Revision Recommended	Innovative Implementations
		Yes ☐	No ☐		
1. Publicize available job listings with students and faculty.	Number of students seeking referrals per job order.				
• Direct contact with students, employers and faculty • Bulletin/publication (daily, weekly, monthly) • Reader board • Phone hotline recording • Satellite centers • College information TV monitors • Student radio & newspapers • Sent to students' homes, other locations, on request • Employment Training Network (E.T.N.).	Centralized: all job orders are posted and available in the Job Placement Office. Decentralized: job orders are posted and verbally announced, in appropriate locations outside of the Job Placement Office.	Yes ☐	No ☐		

Additional Notes:

ACTIVITIES & SERVICES continued

Activities	Quality Indicator	Valid	Revision Recommended	Innovative Implementations
1. Provide students pre-employment skills training • Job search/location • Application preparation • Resumé development • Interviewing • Job retention, work ethics, self-discipline • Network development • On-campus employer recruitment/interviewing • Career Days and/or Job Fair • Speaker presentations on specific careers • Mentor programs and other related activities • Job shadowing and/or job sampling • Referral to Career Center/Career Counselor • Career development class(es) • College credit work experience • Volunteer internship/apprenticeship • Personal development/self-worth	Job seeking skills training available to students.	Yes ☐	No ☐	
	Provision of adequate workshops/classes/courses/activities to meet student needs.	Yes ☐	No ☐	

ACTIVITIES & SERVICES continued

Activities		Quality Indicator	Valid	RevisionRecommended	Innovative Implementations
1.	Assess student knowledge, skills, ability, training & experience.	Number of students assisted.	Yes ☐	No ☐	
		Computerized system available to record, sort, match and retrieve student assessment data.	Yes ☐	No ☐	
2.	Prescreen students for job requirements.				
3.	Refer students to part-time and full-time, temporary and career positions.	Number of referred students who followed through to apply.	Yes ☐	No ☐	
		Percent of students reporting status, i.e., hired/not hired, satisfied/not satisfied, retained/not retained.	Yes ☐	No ☐	
4.	Respond to employer needs • Advertise jobs • Refer qualified students.				
		Number of students placed/jobs filled by college.	Yes ☐	No ☐	
		Number of disabled, special needs and underrepresented students placed.	Yes ☐	No ☐	
		Number of student referrals.	Yes ☐	No ☐	
		Student duration in and satisfaction with job.	Yes ☐	No ☐	
		Percent of employers reporting satisfaction with quality and quantity of applicants.	Yes ☐	No ☐	

ACTIVITIES & SERVICES continued

Activities	Quality Indicator	Valid	RevisionRecommended	Innovative Implementations
1. Report required data to college, district and state.	Number of employers using Placement Office repeatedly.	Yes ☐	No ☐	
	Number of employers reporting student status, i.e., hired, not hired.	Yes ☐	No ☐	
	College meets all SSFS reporting requirements.	Yes ☐	No ☐	
	Centralized reporting for completor follow-up records/reports. All staff involved in providing placement assistance, report outcomes to a central office/department.	Yes ☐	No ☐	
	Student placements in relation to referrals are assessed on a regular basis; results are reported to appropriate college staff.	Yes ☐	No ☐	
	A student evaluation of services is conducted yearly. Results are compiled, disseminated and used to improve program services.	Yes ☐	No ☐	
	Records of compliance requirements on file.	Yes ☐	No ☐	

ACTIVITIES & SERVICES continued

Activities	Quality Indicator	Valid	Revision Recommended	Innovative Implementations
1. Develop and maintain internal linkages.	Internal:			
	• Attendance at Vocational Program Advisory Committee meetings when appropriate.	Yes ☐	No ☐	
	• Satisfaction with quantity and quality of mutual referral among/between Job Placement Office and other offices, ie., Cooperative Work Experience Education, Career Development, Vocational and Academic Departments/ Divisions, Financial Aid Office, EOPS, Counseling and Re-entry services.	Yes ☐	No ☐	
	• Vocational instructors refer employers to Job Placement Office to develop linkages.	Yes ☐	No ☐	
	• Involvement in collaborative projects/activities with instructional divisions/departments.	Yes ☐	No ☐	

Additional Notes:

ACTIVITIES & SERVICES continued

Activities	Quality Indicator	Valid	Revision Recommended	Innovative Implementations
2. Develop and maintain external linkages.	External:			
	• Satisfaction with quantity and quality of mutual referral of student clients to employers between community colleges and ROC/Ps, EDD, PIC, GAIN, private agencies/services and job listing services. • Involvement in jointly sponsored activities with off-campus services.	Yes ☐ No ☐ Yes ☐ No ☐		

Additional Notes for Activities & Services:

MARKETING

Quality Indicator	Survey	Validation/Review	Innovative Implementations
Does your college Job Placement Program develop an annual Marketing Plan?	Yes ☐	No ☐	☐ Comment

Are job placement services actively promoted and advertised with target markets, e.g. students, instructors, employers, community?	Yes ☐	No ☐	☐ Comment
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Activities	Quality Indicator	Valid	Revision Recommended	Innovative Implementations
1. Develop marketing plan.	Written, comprehensive marketing plan on file and updated annually.	Yes ☐	No ☐	
	Results of implemented marketing efforts.	Yes ☐	No ☐	

Additional Notes:

MARKETING continued

Activities	Quality Indicator	Valid	RevisionRecommended	Innovative Implementations
1. Advertise, promote and publicize employment services.	Advertising/promotional activities are varied, tailored to target market interests/needs, accurately project services provided.	Yes ☐	No ☐	
	Advertising/promotional messages are directed toward target markets of students; business, industry and labor; faculty, administration and support services staff; and community organizations/agencies.	Yes ☐	No ☐	
	Marketing activities are assessed on a regular basis.	Yes ☐	No ☐	

Additional Notes for Marketing:

What are the major strengths of your college Job Placement Program?

What are the major needs for improvement for your college Job Placement Program?

Yes ☐

No ☐

☐ Comment

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Additional Notes:

Implementation of Job Placement Services Guidelines Project

Summary Report of Validation Visit to Volunteer College

Name of College _____ Telephone: _____

Address: _____

City: _____ State: _____ Zip: _____

Site Visit Coordinator: _____ Title: _____

Days/Dates of Visit: _____

Technical Consultants:

Lead Consultant: _____

Name

Title

College

Associate Consultant: _____

Name

Title

College

VALIDATION VISIT ACTIVITIES:

Individuals Interviewed (Please list by name and title or attach completed Site Visit Schedule corrected to reflect actual persons interviewed by both Technical Consultants.)

Facilities/Centers/Activities Observed

Records/ Reports Reviewed

VALIDATION OF COLLEGE SURVEY

1. College Survey was accurate ☐ yes ☐ no
Accurate with the following exceptions (Please list)

2. The college has implemented the following innovative strategies in its Job Placement Program. (Please be specific. These strategies will be incorporated in to the Quality Indicators Implementation Handbook.)

3. Please list the major strengths of the college's Job Placement Program. (These strengths will be incorporated into the Job Placement Status Report.)
4. Please list the needs for improvement for the college's Job Placement Program. (These needs for improvement will be incorporated into the Job Placement Status Report.)
5. Specific Technical Assistance requested by the college. (Please summarize assistance provided by Technical Consultants in response to college's request.)

VALIDATION OF QUALITY INDICATORS

1. Based on intensive review by the College Site Visit Coordinator and the Technical Consultants, the Quality Indicators are judged to be valid.
☐ yes ☐ no
2. Valid with the following recommended revisions. (Please list by Section, page number and Quality Indicator reference.)
3. Valid with the following recommended additions. (Please list by Section, page number and Quality Indicator reference.)
4. Additional recommendations for the Implementation Handbook.

Signature: _____
Lead Technical Consultant

Please complete and mail within five(5) days following the college visit in the envelope provided.

Mail To: Job Placement Project
671 Chaparral Road
Sierra Madre, CA 91024

Appendix G

Recommend Revisions of the Quality Indicators

SECTION I: COMMITMENT AND RESOURCES

Institutional Commitment #2, Pg.9, Clarity needed. Does this include work study and on-campus employment?

Budget and Funding #1, Pg 12, Stronger wording to mandate hard money funding for all essential Job Placement services. Alternative funding sources should be for non-essential services only.

RECOMMENDED ADDITIONS:

SECTION I: COMMITMENT AND RESOURCES

Staff Activities Last QI, Pg. 10

Add: And share information with Job Placement

Staff Development Activities #1, Pr. 1 1, QI

Add: On-campus shared interest groups

SECTION II: ACTIVITIES AND SERVICES

Job Development #1, Pg. 13, QI

Add: Faculty referral of jobs to Job Placement for dissemination

Job Seeking and Retention Skills Training #1, Pg. 14, QI Add: Provision of Job Seeking Skills materials to Vocational Instructors for inclusion in courses.

ADDITIONAL RECOMMENDATIONS:

Needed are suggestions / examples of how to use the collected information in ways other than annual and quarterly reports, specifically information gathered as part of Quality Indicator's for Student Placement on page 15.

The Quality Indicators should include a component which addresses staff training and/or ability to deal with legal issues for placement. i.e. protecting students, employers and the college from illegal or prohibited employment practices.